

The American Teacher MAGAZINE

DECEMBER, 1961



Let's See
About
Teachers

Teacher
Training
Issue

RECENT

Sterling M. McMurrin • Anthony M. DeJulio
William W. Wattenberg • Charles R. Monroe

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Guest Editorials

WHY JOIN the union? First, because the union is established to do the things that neither the individual teacher nor an association of teachers could do against strong opposition.

It may be easier or more popular to retreat in the face of pressure put on by the administration or the local press when the chips are down, but if the issue means the preservation of teacher welfare, whether it be adequate pay, job security, or the principles of democratic education, the union is the only bulwark teachers have.

SECOND, without the teachers' union in the field, teachers in all communities would be without benefits they now enjoy. True, we still need better salaries for one thing, but would salary schedules that exist today be where they are with no union in the field?

The *keep-taxes-down-at-all-cost* forces would have had their way in city after city if there had been no unions. Non-union communities have been forced to move ahead with schedules in order to compete with highly organized communities.

THIRD, while the typical association of teachers is forced to run for cover, the union stands to fight it out. Because of this the union may not be popular in some quarters. But we are dedicated to raising the standards of education and not winning a popularity contest.—*From Local 930 News of the Pawtucket, R.I., Teachers Alliance.*



"IF THE UNION will get me a \$—— raise, I'll pay my dues for this year." Fill in the space with \$200, \$300, or even \$500, and you will get an answer that may sound incredible—but it happens every year.

Teachers who make this sort of statement would feel quite incensed if it were suggested that their professional careers were founded on a short-term, year-to-year basis; that what they earned this year would have no bearing on what may happen next year. They would insist, and rightly so, that there be some continuity in their careers.

Yet they treat their organization, in many instances, as a short-term, single-shot affair, that arises out of the ashes to do yeoman service when they need it most.

No organization can flourish or be effective when its potential membership takes this attitude. Like the teacher, it must have continuity of service. Particularly

is this true of our teacher unions, since they alone, of all teacher organizations, have it in their power to rally the support of the many members of organized labor who reside in the community.

How enthusiastic this support materializes is dependent upon the record of mutual help and service the teachers' union has established in the minds of fellow-unionists. Its officers must be well-known individuals who are respected and trained for a high quality of leadership.

Such conditions simply do not exist under the single-shot, hit-or-miss approach. Nor can any organization be expected to win all its battles. If it is to be the kind of organization that teachers need, they must be prepared to stick with it through lean as well as fat years. We can't afford to have the old single-shot musket approach, when we need the well-oiled repeater action that is on the firing line year in and year out.

So may we in this school year, suggest that you single-shotters throw away your muskets and grab the repeater action so that in the end all of us may benefit.—*From the Wisconsin Teacher.*



I AM AFRAID that the American Newspaper Guild has a great deal to answer for. Newspaper old-timers will recall the happy-go-lucky freedom that we enjoyed in pre-Guild days, about 25 years ago. At that time every reporter or cameraman worth his salt had the absolute right to toil 12 or more hours a day and six days a week. . . .

Trouble the Guild Caused The Guild ruined this. . . . Employees of any newspaper who signed up with the Guild soon found themselves regimented. In place of being allowed to work 14 hours a day they were suddenly cut to about half that. . . . Not content with limiting hours, the Guild also interfered with pay. In earlier times, gentlemen of the press had accepted 40 or 50 cents an hour. . . . Not long after the Guild's advent, these white-collared workers found themselves forced into higher wages. . . .

Worse regimentation was to follow—overtime pay, longer vacations, fringe benefits. Look back to the good old pre-Guild days, the individualistic days of longer hours and shorter pay, one would hardly recognize the well-fed newspaperman of today. The Guild has much to answer for.—*Columnist Barry Mather in the Vancouver Sun, relayed by the Bulletin of the AFL-CIO Committee on Public Education.*

THE

President's Page

By Carl J. Megel

THE FIRST HALF of this month, an issue of tremendous importance to every member of the *American Federation of Teachers*, and to all teachers throughout the nation is in the final stages of resolution in New York City. (Story, Page 16.)

In order to win the right to a collective bargaining agent election, the *United Federation of Teachers, Local 2*, of New York was forced to institute a work stoppage and to win by a 3 to 1 vote a referendum which merely asked teachers to vote "yes" or "no" on whether or not they wished to name a collective bargaining agent.

During this entire campaign, the National Education Association, through its affiliated bodies, bitterly attacked the idea of collective bargaining as a labor device completely beneath the needs or desires of a "professional" teachers organization. In its publications, it stated: "Do you wish to be made a pawn—a well paying 'patsy' of the labor leaders, through being forced into a collective bargaining election? Do you wish to be the 'means' of bailing out the treasuries of a variety of labor unions. . . ?"

How interesting that immediately following the vote by the New York teachers favoring collective bargaining, the NEA is trying to unite the opposing groups in the city into the "Teachers Bargaining Organization." It is asking to be so listed on the ballot, and is actively campaigning to be named the collective bargaining agent for New York City teachers.

ONE SEES here clearly and definitely the duplicity of the National Education Association, named by the AFL-CIO convention in 1957 as a "company union." Clearly here we understand that an issue to be "professional" need only have the support of the National Education Association.

The NEA convention this year made available \$100,000 to be used in the New York City campaign. It has sent scores of representatives to the city to support the election campaign of the Teachers Bargaining Organization. It is not unusual for the National Education Association to receive an assist from the school administrators who dominate its official policies.

New York State Commissioner James E. Allen, Jr., in an address to a meeting of the New York State Citizens Committee for the Public Schools stated according to the New York Times that his "department had been working with the State Teachers Association to develop



MR. MEGEL

ways of dealing with 'inroads from the labor movement.'"

Certainly such action by a state commissioner of education, who unquestionably knows that no organization has made the vast contributions to public education which has been made by the American labor movement, constitutes the highest unprofessional action. Yet, not a single word of condemnation has emanated from the NEA offices.

The collective bargaining campaign in New York should forever dispel the myth of professionalism in which the NEA has so piously robbed itself. The strength of the *American Federation of Teachers* is here well demonstrated by the type of its opposition. Our strength lies in our adherence to principle.

In unequivocal terms, we have supported the right of teachers to join the organizations of their choice, to determine their collective bargaining representatives, to participate in the formulation of the policies and programs under which they work.

WE FEEL confident that we shall win the collective bargaining election in New York City. The spirit of our membership, the volume of the volunteer staff and the financial contributions made by our members and Locals across the nation; our support from the labor movement, give us great cause for pride and hope in the future.

In New York City; in New Britain, Conn.; in East St. Louis, Ill.; in Locals across the nation, teachers are asserting their democratic rights and establishing the teaching profession in a position of leadership, which is both challenging and imaginative. It is through unification of effort that American education will move forward and teachers will reach true professional status.

AND IT IS ESPECIALLY at this time of year, when mankind lifts its heart and mind to a spirit of good will and girds itself for the year ahead, that it is well for us all to take courage from our efforts in the year just ending to move forward to the goals to which we aspire.

The Executive Council of the *American Federation of Teachers*, and its entire staff, join me in Season's Greetings to each of our members; and pledge ourselves to fulfillment of the tasks before us. May each of you have a Merry Christmas with your loved ones, and may each of you find the New Year one of inspiration and goals come true!

The American Teacher MAGAZINE

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December, 1961

A Merry Christmas and Happy New Year to Our Readers

On Our Cover

Pre-kindergarten young lady on our cover is 1½-year-old Dienne Gai Irwin, snapped doing her homework on the subject of teachers, since the latter will be of major importance in her life during her 16-odd years through public school and college.

Dienne Gai, daughter of Charis and Edward A. Irwin, the latter an *A.F. of T.* vice-president and president of the *Los Angeles Teachers Union, Local 1021*, started her research at an early age by delving into teachers unions and (her father says) wrote Local 1021's current membership invitation when five months old. (*American Teacher*, Nov., 1961)

Since the young lady's father is a journalism teacher, Dienne Gai plans to follow in the footsteps of Brenda Starr—anyway, until the right man comes along. Well, maybe La Starr does find more trouble than were she a school teacher but we doubt it.

GOING TO MOVE?

Notify us immediately, so that the *American Teacher* and *American Teacher* magazine will follow you. Send 1) your full name, 2) old address, 3) new address, and 4) name and number of your *A.F. of T. Local* to *American Teacher* publications, 716 N. Rush St., Chicago 11, Illinois.

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Teacher Training, a Soft Spot in Our Society

By Sterling M. McMurrin, Ph.D.★

THE PROBLEM of teacher education seems to me to be one of the soft spots of our educational system; therefore, one of the soft spots of our society and one of the places where our society must give very serious attention.

At the present time there are, of course, any number of institutions that are moving in a very good direction in teacher education, in the strengthening of educational programs for teachers, in the raising of standards for entrance and for retention; improving the quality of education.

I do not want to disparage the efforts or achievements of such institutions, but I would insist that by and large the average person who is being prepared to teach in an American high school or an elementary school is not receiving the kind of education which he deserves, the profession deserves, the schools deserve and which our society must have if we are going to achieve in education as we must in the future.

It is all too common that a person of average or near average ability in academic manners can become enrolled in a college or school of education and stay there, pass the courses and become certified and be hired for life in a high school or elementary school. At the same time, this is true, in a somewhat different way in colleges and universities.

It is unfortunate, of course, that the (teaching) profession has not demanded that the entrance standards be raised on a large scale and on a broad front to prevent people of average and less than average ability from entering such institutions and remaining there.

It is not going to do any real damage for a young man of average ability to decide to be a nuclear physicist or



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a mathematician because, if he does become one, he is not going to do any damage to society. However, great damage can result from people of average ability becoming teachers, and it is possible for them to qualify.

THE CHARACTER and quality of education of teachers deserves a serious note and here, as I have said again, I am not aware that much is being done across the nation to improve the situation. I am not referring to the age-old debate between teaching methods and teaching content.

Frankly, I don't know how much time in an educational school people should spend studying educational methods and teaching methods. I understand from various studies that have been made, that there is a trend away from a large amount of time expended on such courses, that some institutions still have a large require-

ment, and others have rather modest requirements.

It is not the amount of time—it is the quality of what is done and the conception of what education is about, and what teaching is about and what kind of relationship the art of teaching has among the sciences, and what kind of relationships the aims of education as represented in a philosophy of education have to the character and structure of a culture!

Traditionally in America and in American teacher education we have made the very great error of supposing the scientific relations of the art of teaching should be thought of almost exclusively in terms of psychology.

I do not disparage the importance of psychology in this connection. It is obviously of great importance. However, the art of teaching is related to numerous sciences in addition to the science of psychology and its various divisions. It is related to the social sciences, to cultural anthropology and to a great variety of things.

I BELIEVE that what we need in teacher preparation is an expansion of the basic conceptions, the scientific foundations of the art of teaching.

The second thing that we must have, is a greater appreciation for the involvement of the education of teachers with general achievements in the liberal arts and humanities. Whether a person is teaching kindergarten or in graduate school, or in a law school or medical school, we should insist that he be a person with a good liberal education—I mean a really good liberal education.

This kind of education cannot be assessed simply by counting the number of elective courses that are available to people in education schools to show that they have a good liberal education because they have a good deal of free time.

I have been the dean of a liberal arts college and I know that some students in education get themselves a

★United States Commissioner of Education and former Dean of the College of Letters and Science, University of Utah. Condensed from his address to the 45th annual convention of the American Federation of Teachers in Philadelphia.

good liberal education and some work very hard to avoid getting it. You will find plenty of graduates who are getting liberal arts degrees—who have never had a day of education—that do not have a good enough liberal education to become school teachers.

This is something that the education schools on the whole, it seems to me, have very seriously neglected and must turn their attention to quite seriously.

The art of education has its roots in certain of the sciences and quite certainly it has its branches in some of the humanities and the sciences that have to do with the general content and character of our culture. Therefore, when anyone raises the question of aims of education, he certainly must ask the question of the purposes of education, not simply from the standpoint of the individual taken as a kind of biological entity, but from the standpoint of the individual taken as a social and a cultural being, and from the standpoint of the society and the culture of which he is a part.

The task of education is the task of understanding and appreciating and criticizing and perpetuating in its criticized form, the culture. Those teachers who are going to fulfill this task and fulfill it in the manner that we must demand of ourselves, must have within their qualifications education in the fullest sense of the meaning of a liberal education.

I DO NOT want to belabor this point too much but I believe that American education can stand very great improvement. In saying this, I do not for a moment want to disparage the large achievements that we have made and that are being made. Certainly, American education is on a very firm foundation and I think it is in a sense a two-fold foundation.

First, it is grounded in a very profound respect for what we have come to call intellectual freedom. That freedom is something which can be threatened in any generation, and there are indications at the present time that it is being threatened again.

It is one of the great tasks of the American people, and certainly a task of those both within and outside the education profession who are concerned with true education, with the quality of our culture—that this should be one of their major tasks, to make sure that the present tendencies of our society in the direction of those ugly forces that threaten academic and intellectual freedom are not permitted to become any stronger than they are. When we lose our intellectual friends,

we certainly will lose that foundation of our democracy without which our nation would fail.

The other foundation of American education which quite certainly we should protect, which we should be proud of, which we should cherish in every way as being a most precious element in our society, is the democratic, universally particular character of American education.

We should not for a moment yield to those who believe that we should sacrifice the democratic quality of our education in favor of the characteristic patterns that are to be found in some other nations and which some would like to see imported into this country. The democratic character of American education, in my opinion, provides us with all that is necessary for us to move toward the achievement of genuine excellence in education.

WE MUST FACE the fact that we have not achieved in any way, in which we must achieve in the future, in a manner in which we are capable, some of these goals. However, the lively interest that is being shown both within and without the educational profession, the large public interest in the quality of public education, the interests of varying segments of our society in what is going on in the schools, the interests of great scholars and scientists of outstanding achievement, and what is going on in the elementary schools and the secondary schools of this nation, seems to me to indicate that we are moving in a very, very good direction.

There does not seem to be anyone around who is willing to say that we should not involve ourselves wholeheartedly in the pursuit of excellence in our schools. Everyone is for it. Of course, this may be a little unfortunate because sometimes when everyone is for something it tends to get lost in the shuffle.

However, we have a very large problem because much that is going on in our graduate schools might be just as well going on in our undergraduate schools; much that is being taught in our colleges might just as well be taught in our high schools; much that is taught in our high schools, I am sure, should be taught in our junior high schools; and, from the junior high schools, I don't know quite where you stop on this.

But I am quite convinced that this is the case and experimentation and research are indicating quite clearly that we have underestimated the intellectual strength of the individual, the

intellectual strength of groups, and we must move toward a more exacting demand from ourselves as teachers and from our students.

I made the statement some time ago in a press conference, and I am using the exact words—"We have all too often failed to elicit from both our students and our teachers their best efforts." I was quoted in some newspapers as saying, "Teachers don't work hard enough." Well, most of the teachers I know work too hard and I would not for a moment mean to suggest that teachers do not work hard enough.

I have been a teacher for some 24 years. I taught my last class the day I left the University of Utah to go to Washington and I will say very honestly at least for myself, that I am quite sure that I have never once taught a class as well as I might have taught it and, further, I am quite sure that I have never had a student who did quite as well as he might have done.

All I am getting at is that under present circumstances we cannot afford this sort of thing. We cannot afford to waste the human resources that we have been wasting, and cannot afford to permit our educational establishment to any longer fail to adapt itself to some of the large national needs that we have in the line of manpower; demands for the development of leadership, *et cetera*.

We have wasted in a shameful fashion much of the talent of our nation and I think we are moving in the direction of more adequately educating our people so that it will not be wasted.

I HAVE a very great faith in the future of American education and one of the things that inspires my confidence in it is the fact that the American public is critical of our educational system and the people in education; teachers and administrators are also critical of it.

I believe, frankly, that the kind of criticism which we are now enjoying among ourselves is an absolute requisite for institutional and civil progress and, certainly, it is an essential for the improvement of the schools. It is the kind of criticism that has, over the past few years, developed from within the schools themselves in the interest of coming up with something better; the kind of criticism that is to be found in your teacher organizations; a determination to move in the very best direction and a recognition of the deadly seriousness of the predicament that we are in; a recognition that after all is said and done, the fact that our

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AN OBJECTIVE EVALUATION of Teacher Training

The Need for Research Centers in Educational Problems

By William W. Wattenberg, Ph.D.★

A *SWIRLING* series of controversies have revolved around teacher education in the United States during the past decades. Critics, ranging from the anti-intellectualist editors of certain mass-circulation magazines, to deeply thoughtful social critics have blamed education for a wide variety of social ills and then turned their fire on the so-called educationists, the professors of education.

This article is an attempt to achieve some perspective on the entire situation, to weigh both the strengths and weaknesses of the prevalent patterns by which teachers enter their profession in the United States. In marshalling the material, the author has concluded that as a group the men and women who staff the elementary and high schools of the country, both public and private, are second to no other nation's teachers in ability and devotion to their job.

If the measure we use is the status of other nations' schools, American teacher education could be boastful. However, if we take as our standard the need to prepare young people to cope with the increasing complexity of life, to master rapidly expanding knowledge, and to ward off cultural catastrophe, our schools and our teacher-training institutions have a long way to go and cannot afford complacency.

IN THE REMAINDER of this article, we shall comment upon some of the facts which lead to the above conclusion, and the reader can judge for himself to what extent he would modify it.

The first facts grow out of an historical perspective on the rapidly improving quality of teacher education

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Dr. Wattenberg

during the past few generations. Within the memory of some of us were the days when many a teacher was a high school graduate who had gone to a one, two, or three-year normal school to take a few methods classes, receive a smattering of professionalized subject matter, and serve a brief apprenticeship.

The normal schools, adequate for the needs of a simpler society (and still standard in many other societies) have all but disappeared; most of them evolved into teachers colleges. In these institutions, instructors in pedagogy gathered around themselves departments representing so full a

range of the other disciplines that within recent years these have easily become full-fledged universities.

For instance, the Milwaukee Teachers College, whose vigorous president, Frank Baker, was an honored member of the *American Federation of Teachers*, now has become the Milwaukee campus of the University of Wisconsin. Today, more and more teachers are the products of large, well-staffed universities, either those which evolved from teachers colleges or those which have long enjoyed university status and have respected colleges of education.

FEW OF THE CURRENT critics would either deny or rue the above-mentioned trend. Rather, they are inclined to question the effect of that part of the preparation presided over by the teachers college or the education professors. They charge that the educationists have a harmful influence. Acting on this assumption, there have been several programs designed to counteract the professional educators.

One has been to downgrade the educators by eliminating the college of education and making it but one department in a college of liberal arts. Another, heavily financed by certain large foundations, is to make the potential teacher spend his or her first four years in a liberal arts college and then take intensive professional training.

Although no qualitative evaluation of these efforts have been presented, on quantitative grounds both strategies have proved disastrous failures. Notable universities without colleges of education generally produce few teachers for public elementary and secondary schools.

In the author's memory, as a dramatic illustration, was a visit to Chicago in December of 1958. On that

day, knowledgeable informants reported that there were over one hundred classrooms where an eighth grade girl was in charge because the system lacked adequate substitutes. On that same day, the University of Chicago in which education had been relegated to departmental status, had only a pitiful handful of people preparing to teach.

Recognizing the early error, that university recently asked for and received a grant to build a more adequate set-up. The failure of the other strategy is illustrated by the experiment in Arkansas which was widely heralded when launched by the Ford Foundation but whose failure was so complete and unequivocal that current critics of teacher education have done their best to forget it.

The evidence is clearcut that without the teachers colleges or colleges of education our supply of teachers would be unable to support our present school programs, already hampered by need to make do with thousands who are marginally prepared. In this connection we must recognize that schools in the United States have expanded in recent years to take care both of a vigorous population explosion and of a rising standard of education.

At the present time, approximately 60 per cent of our population completes high school, and close to half of all high school graduates are going to college—and doing very creditable work. No other nation in the world comes close to that record. (In contrast, gullible visitors to Russia, including one garrulous admiral, have failed to note how small a proportion of the population receives equivalent education there, how thin is the crust of well-schooled elite.)

ALL THIS is on the quantitative side. Important as it may be to have a teacher-preparation system which makes it possible to offer educational opportunities almost without stint to all citizens, we must ask whether or not the improvement in quality of institution, the increase in credit hours of education taken by teachers, has been of demonstrable benefit (or harm) to the children they teach.

This is the area where questions paradoxically can be raised. Teachers who, after a wearing school day or busy school year, go in afternoon or evening or summer to take some courses to meet requirements either to keep a certificate alive or to earn a salary increase, sometimes wonder how much good this does. Some even feel

that the extra requirements are a lucrative racket on the part of the education professors.

Here the question of standards or measuring stick is important. However, if we ask whether the teacher of today outperforms the teacher of 50 years ago as much as, let us say, would be the case for an engineer or physician or agricultural expert, the answer is a crestfallen *No*.

If we accept the common expectation that schools are to impart knowledge and intellectual skills, all will agree that children emerging from today's schools do not know twice as much as their equivalents of a generation ago. Certainly, they cannot read twice as fast, spell twice as well, or calculate twice as accurately. If the schools have become more efficient at doing their job, the gains in efficiency are rather modest.

(Many critics maintain that in these respects, schools are not doing better but have gone backwards. Fortunately, there are now a number of cases where, thanks to standard tests which have been preserved, we can compare children at a given grade level in the same school system today and a generation ago. Where this kind of study has been made, the general trend of results is to indicate that today's children are a shade more capable. The differences are far from dramatic.)

HOWEVER, there are many educators who feel that subject matter teaching should not be the main goal of education, that the objectives of importance involve adjustment, attitudes, and principles. Here, too, the results would indicate that, to the extent that teacher-preparation is to be given either credit or blame for the efficiency of teaching as measured by ultimate pupil behavior, there have been gains of quite moderate dimensions.

For all the skill which teachers may have gained in psychology courses to promote pupil adjustment, there certainly has resulted no dramatic reduction in the incidence of psychiatric problems. If voters now are a bit more critical, if they split their tickets somewhat more often, nevertheless Madison Avenue remains alarmingly effective in hornswoggling the populace. True, in the prison camps of Korea no American boy who had a high school education became a turncoat, but none of them outwitted their captors in startling fashion.

On the qualitative side, in terms of educational efficiency however measured, teacher education must reluctantly accept an inconclusive verdict

as to its value. Wherever we turn, we find about the same situation. If the expectation was that the content made possible by having teachers take many more courses in education would bring vast improvements, the enthusiasts must now do some soul-searching. Yet, the evidence does not justify the opposite conclusion, that nothing has been gained, that teacher education is useless.

If teacher education has not produced a profession of miracle-working, super-resourceful guides for the growth of our youth, yet today's teachers are better than yesterday's and in the United States, taking the population as a whole, young people make more of their potential on the average than they do in Germany or India, in the Soviet Union or China, or in France or Spain.

WITH THIS we cannot remain complacent, but must ask why our gains are so limited, why do the results fall so far short of the need of our times. Here, we can only speculate. For what it may be worth the opinion of the author is that the education of teachers suffers because we do not have the background of solidly established science which will provide the basis for markedly improved educational procedures. In terms of scientifically established facts of educational significance, there has been far too little added in the past generation.

Two years ago the author made a careful investigation of the research centers devoted to the study of education in the United States. There are a few centers for research in child development, a few places where concentrated work is being done in regard to various types of handicap; there are research institutes for mental health problems, but nowhere in the United States is there a center dealing directly with educational problems which is comparable to a good agricultural experiment station, not to mention the major medical research institutes. Until very modest sums were voted to the United States Office of Education a few years ago, educational research was based predominantly on the short-term "slave" labor of candidates for doctoral degrees.

As a consequence, we have more and better detailed information as to the operation of eyes than of brains, we know in much more complete form how various roadbeds respond to stress than how children react to classroom pressures, and advertisers can predict the effect of a new package for cigarettes with an accuracy which is

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PROBLEMS of STUDENT TEACHERS

By Anthony M. Deiulio, Ph.D.★

IT HAS BEEN quite fashionable these past few years to be critical of all aspects of the American education system in general and programs of teacher preparation in particular. It has mattered little during this period of the "rediscovery" of American education who the critics were or what credentials they presented in appearing as spokesmen and shapers of education.

Perhaps no branch of education is chronically as self-critical as teacher education. The burden carried by those responsible for preparing teachers for their proper role in American society is a heavy one, indeed. It has led, perhaps, to a painful awareness of the shortcomings in teacher education which, in more peaceful times, was evidence of vitality but now only appears to give evidence and confirmation of the many charges leveled at the programs of teacher preparation.

Nevertheless, in all of the criticism that has been heaped on teacher education, both from within and outside of the profession, very little of it has been directed at the value of professional laboratory experiences generally or student teaching specifically. From all quarters there is a chorus of approval for field or laboratory experience as a vital—and perhaps the single most important—part of a teacher preparation program. Thus student teaching, as the major professional laboratory experience in the professional education sequence, has been the least under attack. Students just completing their pre-service education, those who have taught for some time, and a majority of experts who are intimately involved in assessing teacher preparation continually give testimonial to this judgment.

If student teaching has received such widespread and unanimous endorsement, are there no problems connected with it? Of course not; there



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are a number of problems associated with student teaching programs. Recognition of these problems is critical because a clear and sympathetic understanding of the nature of problems faced by student teachers is the first step toward their effective resolution. What then are some of the problems and concerns as seen by student teachers themselves?

THE SPECIFIC problems of student teachers may often vary from one group to another since the student teaching experience may differ somewhat in various teacher education programs. Nevertheless, a review of the research and literature in the field plus a close association with hundreds of student teachers over the last few years as a director of student field experiences leads me to cluster their concerns around certain major problem areas. These are problems of pre-stu-

dent teaching experiences, communication, orientation, actual content of the student teaching experience, selection of personnel, evaluation, and the problem of limited experience. This is an artificial separation, for many of these problems are intertwined and related.

When queried, student teachers will often list specific problems which are intimately connected with student teaching but which really might be classified as pre-student teaching problems. The major concern here is the fear of stepping up before a class as a student teacher without having had any previous contact with a group of children in a typical classroom environment.

Student teachers object to the unsavory condition of getting ready to student teach without having had some realistic experiences with children in their education program. They desperately want some prior contact with the formal classroom setting before the time comes for them to student teach. In evaluating pre-student teaching experiences, students tend to describe as *practical* those courses in which realistic, first-hand experiences with children have been provided. Students are also severely critical of courses which are merely *academic* in the worst sense. Not being challenged with actual situations appears to be the most frequent complaint. Recent reports¹ on programs of professional laboratory experiences indicate that there is a major movement in the direction of providing classroom experiences in the program prior to student teaching.

Typical of the kind of experiences provided are *observation*, *participation* and the *September field experience*—all of these in connection with regular campus classes. Some colleges even attempt to relate laboratory experiences to all pedagogical courses. It

★Assistant dean of the college of education and director of the student field experience program of the University of Toledo.

¹Teacher Education in the United States, edited by Stiles, Barr, Douglass, and Miles. New York: Ronald Press, 1961.

would seem that the need for professional laboratory experience applies equally to academic and professional education courses.

Student teachers are greatly concerned over getting a proper start in their assignment. Specifically, they want a thorough orientation to the school in which they find themselves. They suggest this should be done over several days and should include an understanding of the goals of the school, not just the physical plant. They want a better introduction to the teacher with whom they will be working, perhaps through a meeting to be held before the assignment begins. They want a more realistic exposure to the record keeping involved in teaching *with reasons for all of this*; they want to meet with their college supervisor before they begin student teaching; they also would like some orientation to the community and its people where this is appropriate.

GREATER enrollment, increased emphasis on realistic student teaching and the expansion of student teaching requirements from a limited amount of time spent in the classroom over a longer period of time have forced more and more student teaching programs out of the limited capacity of the campus laboratory school into the arena of the cooperating public schools in or near the college community.

One of the results of this major shift away from the laboratory school has been the involvement—in the student teaching program—of more people. Instead of just two people being involved—student teacher and laboratory school cooperating teacher—there are now at least three and sometimes four persons in the program. This has resulted in one of the major problems of student teaching which student teachers are quick to become aware of and that is the problem of poor communication among the parties involved.

The student teacher very often feels he is caught in the middle of communication difficulties among the cooperating school supervising teacher, the college supervisor and the director of student teaching. The fact that student teaching is now a concern of four individuals instead of two as was formerly the case in the laboratory school has resulted, according to reports of student teachers, in a communications muddle, the consequences of which the student teacher suffers. From the standpoint of the student teacher, he often senses (and rightly so) that the

cooperating public school teacher who so willingly accepts student teachers with a sincere and welcome attitude is usually unprepared by either college officials or public school administrators to undertake the role thrust upon him.

As a result, cooperating teachers who are keenly interested in the preparation and achievement of their student teachers, are often very insecure in their relations with college supervisors and directors of student teaching because they know relatively little about supervision or what is expected of them in the student teaching program. The student teacher is quite obviously sensitive to this insecurity. He quickly becomes aware of the cooperating teacher's desire for direction from the college personnel concerning the role each is to play in overseeing student teaching activities. The typical student teaching *handbook* prepared by the college hardly suffices and never has really alleviated the communications block which the cooperating teacher faces.

STUDENT TEACHERS are also sophisticated enough to sense that the college supervisor may be aware of the insecurity of the cooperating teacher but either he is unconcerned about it or does not seem to know what to do to relieve the situation. The director of student teaching also does not appear to offer any help to the student teacher for he is somewhat removed from the classroom situation and is usually called in only when someone is in serious trouble.

In survey after survey, student teachers report that, in the final analysis, the cooperating teacher is the one who assumes the major supervisory burden and who has the most influence on his student teaching performance. Thus it becomes vitally important for the college supervisor to develop a close communicative relationship with the cooperating teacher if he expects to be of any service at all to the student teacher. It almost seems that only through the cooperating teacher will the college supervisor *reach* the student teacher.

Another part of this communications problem, as reported by student teachers, develops when college supervisory advice is based on nothing more than professional generalities. Two common grievances student teachers have which result in such generalities are that the college supervisor does not visit frequently enough or that the supervisor has been too long removed from the actual teaching of such youngsters.

The contact hours between student

teachers and the college supervisor outside of the student teaching station is often too limited to be of much value or doesn't exist at all, students report. In some institutions the critique of a visit by the college supervisor takes place via mail; in others it may be a weekly meeting of an hour between the supervisor and his entire group of student teachers.

Implicit in what has been said so far also is the too infrequent meetings between college and public school administrators on the objectives, operation, procedures and mutual responsibilities of the public schools and college in the professional laboratory experience program. Students are also quick to point this out and add that the usual annual social gathering between these two groups hardly suffices.

MANY SURVEYS have been conducted to ascertain what problems of actual classroom teaching student teachers face while they are in the teaching situation. This may be the most significant cluster of all the problem areas. These are the specific problems about which we probably need to be most concerned. The student teacher is now, after all, at the teaching-learning contact point with his students and he will need help. These are the concerns to which we must give first attention.

The following is a representative group of very specific problems most frequently identified and rated most troublesome: adjusting instruction to individual needs, strengths and weaknesses; not knowing how to get pupils to learn the greatest possible amount during a limited time period (efficiency in teaching); learning how to divide time spent in preparing for teaching lessons and for other responsibilities such as university classes or non-teaching duties; not knowing how to plan for the best learning; making materials pertinent and interesting to pupils; understanding the goals of the school; developing better personal qualities as a teacher—voice, poise, emotional control; understanding and using special school services—standardized-test results, health reports, remedial reading services, school psychologist, guidance and counseling services; keeping and making out official records and reports; understanding and using courses of study and curriculum guides; making effective use of community resources; and the handling of disciplinary problems.

Student teachers also want to assume full authority over a class which

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The AMERICAN TEACHER magazine

Teacher Training at a Professional Level

By Charles R. Monroe, Ph.D.★

AN OLD education axiom says that no school is better than its teachers. A corollary of this would be that the teachers are no better than the community's process for selecting and training its teachers.

The long range objective for any teacher training program should be the creation of a truly professional class of skilled and responsible persons. Any professional group is expected to have pride in its labor and respect and recognition from the community which it serves. Professional service commands also a significant monetary reward which, if we are honest, provide a principal incentive for choosing a particular profession for a life's career.

The teacher, like his professional colleagues the doctor and the lawyer, wants status and a commensurate salary, and in turn the teacher should expect to undergo as long and as rigorous a program of training as it is now expected of lawyers and doctors.

There is no short cut to excellence. Too many teachers of the past and even of the present were the product of a cheap educational process, and probably many teachers are receiving fair compensation for their services in terms of their ability and quality of training. Such a statement does not apply to the bulk of the nation's teachers.

Considering what teachers are paid in comparison with other professionals and the relative time and energy spent in preparation, the teacher still has a long road to travel before the monetary rewards are equalized.

In summary, if a nation expects to have better schools and better trained citizens, then teachers must expect to undergo a longer and more intensive



Dr. Monroe

program of teacher training. And the community must expect to spend more money for education before a sufficient supply of intelligent persons who are willing to spend five years in college instead of three or four, and who are willing to do a university rather than a normal school quality of work become available to our classrooms.

THE QUALITY of teacher training programs has been under heavy attack over the last ten years. As a result teacher training institutions across the nation have modified their standards and curricula. More and more, the standard length of time is becoming five years instead of four, even for elementary teachers. The number of courses in methods of

teaching has been reduced in favor of more courses in the basic academic subjects. Whether we in the educational profession like to admit it or not, the darts hurled at us by our critics have been felt, and we have responded to many of them by introducing certain changes.

Before commenting on the current trends in the education of teachers, a word of comment is in order concerning the critics of the American schools. Those of us in the teaching process know what the critics charge, and we know also that some of what is said is true, but much of the criticism is grossly unfair.

Russian advances in the development of missiles and aerospace vehicles have caused the critics to compare American education with Russian and European educational practices. There is no denying the fact that the typical high school program of any Russian or European student is far more rigorous and demanding than what is expected of most American high school students. The defense is that the American school has tried to do what no other nation has done, and that is to educate all high school youth in a formal program of education.

We have neglected the best students, and we haven't provided them with an education which taxed their abilities, but we do have more young people with a relatively high degree of education than most countries have. We have failed to create an intellectual elite simply because we in America have feared that such an elite would be contrary, even detrimental, to our concepts of equality.

IN GENERAL, the critics are right and we cannot afford to not have a group of highly trained, intelligent and creative minds to furnish leadership for our nation. Also, the critics charge that *Johnny can't read and spell*; that *Johnny can't write*; that *Johnny can't figure*; and about all that *Johnny can do is to make beautiful*

★Dean of Chicago's Wilson Junior College; member of the Illinois Curriculum Committee; formerly head of the education department, Chicago Teachers College; chairman of the education committee of the city's commission on human relations, and member and past vice-president of the Chicago Teachers Union, Local 1.

sandpiles and socially approved friendships.

The critics imply that the little red, rural schoolhouse of fifty years ago did a better job of training youth than the modern rural, consolidated and urban schools of today; the taxpayers' money is wasted on the so-called frills and fads of education. For many of these critics who come from the ranks of retired admirals and generals and the leaders of business and the ultra-conservative wings of both major political parties, almost all innovations in education since World War I are frills and fads now to be discarded.

The critics equate John Dewey and the progressive movement in education with educational iniquity which should be eradicated forthright. "The social studies should be replaced with the tested and true study of history, civics and geography. Courses and programs in counseling, personal adjustment, physical education, extra-curricular activities, home economics and crafts should be abolished. The child centered schools of John Dewey should be replaced by the old-fashioned authoritarian classroom where the teacher is boss and tells the student what to do."

IT IS IMPOSSIBLE to validate the charges against the modern school and teacher with any completely valid evidence. The high school population of today is totally unlike the highly selected student body of 1900 or 1920. In general, there seems to be agreement that students today are inadequate in the use of written language and that the high school has neglected to provide the maximum stimulation for the bright students. Probably the weight of evidence when it is fairly analyzed would conclude that most of the charges of the "basic education" group and the host of other allied critics are exaggerated out of proportion and context.

Again what the critics overlook is the tremendous job the American public school has done in providing a maximum amount of education for most of the sons and daughters of American parents. If in the development of a program of mass education in the past 30 years, the schools have fallen short in terms of scholarship and quality then it should not be said that the schools are a failure, but instead they have done a relatively good job of education, but there is still much room for improvement for the years ahead.

If the critics of American education were more vigorous in their support of programs for financing education at all levels, local, state, and

Federal than they are now, then teachers would have more confidence in the sincerity of the critics' pronouncements for better schools.

Somehow, most of the critics equate cheap education with quality education, an economic relationship which doesn't prevail in education any more than it does in the operation of a business or the development of a modern defense program.

The challenge of the critics, the demands of the modern electronic age for trained personnel for both peace and war, and the self-criticism of the leaders of the nation's schools and colleges have all created conditions which are prompting the teachers colleges and departments of education to study their programs and their students, and, on the basis of such studies, to effect certain changes.

There are few teacher training programs in 1961 which have not been radically changed since 1951. What follows in this paper is an attempt to survey present trends in teacher training, and to suggest additional areas in which further changes and improvements might be made for the development of a professional type of teacher training.

There is general agreement among educators and administrators that four essential factors enter into the structure of a successful teacher. In the order of importance these factors are *Personality, Intelligence, Scholarship, and Technical Competence*. The basic criteria for formulating any program of teacher training should give consideration to each of these four factors.

Educators have been known to quarrel among themselves as to whether teaching is an art or a science, or whether teachers are *born* or *made*. Anyone who is a teacher should quickly recognize that this argument is a futile one since teaching is both an art and a science, and that like artists, teachers are born with many creative qualities and tendencies, but also like scientists, who equally need creative impulses, teachers must have a grasp of disciplined wills and techniques of operation in order to put into practice their creative ideas.

PERSONALITY and intelligence tend to be inborn and these factors contribute most to the artist's portion of a teacher's being. Scholarship and technical competence come largely from our training, and they furnish the scientific aspect of a good teacher. Since personality and intelligence are largely innate factors, the first requisite of a sound professional teacher training program is one of selecting

the best candidates for the profession.

Unless the teacher is endowed with more than average intelligence, there is little hope in improving the quality of our present educational system. Intelligence tests are yet far from foolproof, but still they are sufficiently valid indicators of probable success to warrant widespread use in the selection of students.

Certainly a student who ranks in the lowest quartile of the college student population is a poor risk for becoming a good teacher. Several studies of the intelligence of students, who are preparing for different professional careers tend to show that prospective elementary teachers, along with nurses, rank well below other professional groups. College teachers rank along with doctors and lawyers, with high school teachers occupying a middle position. Certainly teachers colleges might well strive to limit enrollments to the upper two-thirds on the basis of natural intelligence test norms for college students.

Since personality is the most important single factor for successful teaching it would be ideal to have personality tests as valid as intelligence tests are. But such is not the case. So far the most valid techniques for measuring personality are personal recommendations and interviews. Here is an opportunity for some creative mind to devise better instruments for measuring personality.

There is no mystery as to what personality traits successful teachers possess. Love of children, a high degree of sympathy and understanding of human nature, loads of patience, a rich sense of humor, sincerity and personal integrity, objectivity in assessing the faults and virtues of others, an abundance of drive and enthusiasm for the job even to the point of becoming dramatic, and a measure of humble modesty all contribute to a teacher who is liked by children and parents.

Just as it would be ideal to have a foolproof thermometer to measure these desirable personality traits, so it would be desirable to have courses on personality development. Unfortunately most personality traits are acquired by the time the child enters school, and there is little that subsequent education does to change the basic personality structure of a person. Again it is worth repeating that it is as important to screen the entrants into the teaching profession as it is to train them after they are admitted.

In fact, if the factors of intelligence and personality could be guaranteed to be of desirable quality, the teacher training program might remain inadequate.

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Union Teacher Talk



THE MINNESOTA Federation of Teachers is sponsoring a series of classes at the University of Minnesota on school law, financing education, economic aspects of collective bargaining, and communicating with the public.

The latter subject, ending the series, will be discussed the evening of Dec. 14, by Walter Uphoff, head of labor education at the university.



LEE ARTHUR HESTER, 14, was convicted of the murder of his former teacher, Mrs. Josephine Keane, a member of the *Chicago Teachers Union, Local 1*, by a jury in the criminal court and sentenced to 55 years in prison. Mrs. Keane's body was found in a Lewis-Champlin School textbook storeroom last spring.

THE CLEVELAND Teachers Union, Local 279, memorialized the late Joseph F. Landis, past-president of the *American Federation of Teachers* as well as of Local 279, by naming its scholarship fund the Joseph F. Landis Fund.

A.F. of T. President Carl J. Megel urged Locals over the country to contribute to the fund, sending such memorial gifts to the *Cleveland Teachers Union*. Following the Ohioan's death (*American Teacher*, Nov. 1961), the executive council of the *Ohio Federation of Teachers* in a resolution credited Mr. Landis with "advancing the philosophy of education throughout the labor movement."



THE DETROIT Federation of Teachers, Local 231, is conducting an all-out campaign against merit pay in

any form, following a decision of the city's school board to explore the plan. Federation President Mary Ellen Rioridan called the rating wholly impractical.



AFTER a study of class size conducted by a committee of the union's top officers chaired by Samuel Hochberg, deputy president, the *United Federation of Teachers, Local 2*, New York City, asked the school board for a \$6 million emergency appropriation to employ 1,200 additional teachers.



Mr. Hochberg

The added teachers would cut class size on the average of one pupil per class, but since the relief would be concentrated on the larger classes, the effect would be much greater. Local 2 President Charles Cogen said:

"This is something that cannot wait. Teachers throughout the system have been flooding our office with complaints about impossible teaching conditions."



THE REPORTER of the *Philadelphia Federation of Teachers, Local 3*, estimated that 30,000 to 40,000 students in the city are being taught by other than regular teachers because of a shortage due to inadequate salaries.



WALTER A. JOHNSON of Two Rivers, also president of the *Wisconsin Federation of Teachers*, is sparking early plans for the annual Two

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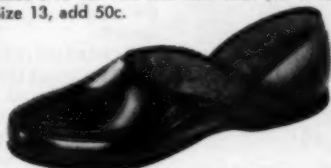


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Rivers Federation of Teachers, Local 1252-sponsored faculty-student basketball game, proceeds of which go to help worthy students become teachers. Expected date is either late March or early April, according to Mary C. Dunne, the Local's publicity chairman.



THE HOUSE of Representatives of the Chicago Teachers Union, Local 1, approved a dues increase to \$30 a year for members, \$20 for associate members and \$10 for members retiring after Nov. 1, this year.



WE SEEK Excellence in Education is the title of a handsome membership invitation folder issued by the Ohio Federation of Teachers.

Chapters outline the Federation's program, answer the question, "OFT—What? Why?" tell how teachers' unions improve the status of teachers and list legislative accomplishments and member benefits.

The folder is the first of its kind issued by the O.F.T. and was written by A.F. of T. Vice President Paul B. High of Cleveland, assisted by Frances Barjansky of the same city, and former secretary of the Union Teachers Press Association.



A NEW 4-page information folder of the Wisconsin Federation of Teachers outlines services members receive from the union and concludes with the goals of the American Federation of Teachers. This, as well as the O.F.T. folder described in the foregoing item, demonstrate effectiveness at low cost. Wisconsin Executive Director James L. Fitzpatrick is the author.



THE FEDERATION of University Teachers, Local 1386, is supporting students at the University of Connecticut, Storrs, in the battle by the latter to retain and extend student organization control over student activities supported by student fees.



Dr. Wolk

Local 1386 of which Dr. Elliot S. Wolk is president, passed a resolution which said the Federation shares with students the goal of democratization and improvement of the university, and to that end endorses the principle of student self-government.

Students had been demonstrating against the university's veto power over student activities that cost more than \$100.



Member-at-large of Michigan Federation of Teachers one of nine new members of Detroit Commission on Community Relations: From left, City Clerk Thomas Leadbetter administers oath to Alfred J. McKenna, member, center, in presence of Mayor Louis C. Mariana who made appointments. McKenna is a band director also active in civic and school affairs.

PAUL E. WOODS of Springfield, executive secretary of the Illinois State Federation of Teachers, has issued an official roster of the officers of the Federation and affiliated Locals, as well as a listing of salary schedules in the state.



THE PENNSYLVANIA Federation of Teachers at its annual convention in Lewistown heard Arthur H. Reede, professor of economics at Pennsylvania State University, and past P.F.T. president, conduct a workshop on taxation, and endorsed overwhelmingly a state-wide examination of teachers.

The convention agreed that the examination should be passed before appointment, rather than during a lengthened period of provisional certification. Executive Secretary Margaret Root reviewed this year's improvements in retirement (*American Teacher*, Nov. 1961) and urged teachers to become sufficiently informed to take advantage of them.



ALLAN GOWER of the South St. Paul Teachers Association, Local 861, can obviously take small comfort from the fact that the writings of Shakespeare, Longfellow and innumerable others have been quoted anonymously or sometimes credited to others over the years.

Not long ago, he wrote a piece, *The Ingredients and Implications of Professionalism*, which was published in the Minnesota Teacher under his name. It was quoted and reprinted in the Detroit Teacher with proper credit, and from

there traveled to other publications which dropped Mr. Gower's name.

The *American Teacher Magazine* editors spotted it in one of the latter and reprinted it unaware of its origin. The magazine's editors acknowledge Mr. Gower's authorship and suggest others reprinting or quoting the editorial also do so.



THE NORTH Kansas City, Mo., school board this school year abandoned its effort to censor and penalize Paul A. Schlesselman, president of the North Kansas City Federation of Teachers, Local 1309, because the Teachers Herald, the Local's publication, exercised the right of free speech.



Mr. Schlesselman

Schlesselman's regular contract was denied and he was issued a conditional one in the spring of last year in a salary controversy as retaliation for a Herald editorial which the Local 1309 president did not write. (*American Teacher*, Nov., 1960)

Richard E. McFadin, the teacher's attorney, filed an A.F. of T.-supported suit in circuit court asking a declaratory judgment ordering the board to re-issue the regular contract. The board granted the contract restoring Schlesselman to

regular status before the case came to hearing and McFadin then dismissed the petition.



DONALD B. BAKER, member of the *Olympia Federation of Teachers, Local 478*, and past-president of the *Washington State Federation of Teachers*, is the latter's new executive secretary.

Baker has also been the state Federation's legislative representative since 1946, and was credited by legislative leaders this year with having sparked the enactment of the state's new Teachers' Rights Act.

Dan Brinks, assistant majority leader in the House and a sponsor of the legislation, said: "Mr. Baker has performed a tremendous service for the teachers in the state."



CHARLES LOBDELL, chairman of the salary committee of the *Minneapolis Federation of Teachers, Local 59*, points out that



Mr. Lobdell

an outside survey conducted at the initiation of School Supt. Putnam shows that Minneapolis lags behind its suburbs in teachers salaries and fringe benefits.

The survey covered the salaries and fringe benefits of 13 suburban districts, and refuted claims of some



MISS CONSTANCE COLLINS, member of the *Schenectady Federation of Teachers, Local 803* and third grade teacher, has been named the city's "Ambassador of Good Will" by its chamber of commerce and industrial development council, for her contributions to the lives of the youngsters she teaches.



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Four Years Required for Most School Projects

IF YOU feel that victories in your major school reform and teacher welfare projects are aggravatingly slow in coming, then hear ye: Charles A. Boyer, *American Federation of Teachers* past vice-president and currently



Mr. Boyer

executive secretary of the *Minneapolis Federation of Teachers, Local 59*—

"Most major projects take four years. Some take longer."

After four years of effort by Local 59, the Minneapolis school board voted to cover all school employees with health, life and accident insurance effective in the first of the New Year.

The board voted to levy about one mill under the independent school district law to raise about \$413,000 for the coverage.

Local 59 gave major credit for the victory to Earl McGovern and Archie Baardseth, its members on the school employees' committee which worked out the plan with the administration.

THE MINNESOTA state board of education has just recommended to local school boards that the latter adopt a duty-free lunch period for

teachers. The campaign for right-to-eat laws in the state was started in the legislature four years ago.

The board announced that if a statewide survey to be made next year does not show that local boards have adopted the plan, then it will consider adopting a regulation for statewide application.

Farley D. Bright, assistant state commissioner of education, told the board that high school teachers are presently guaranteed a duty-free period by state regulation but elementary teachers are not. Board Member Frank Petrich, a teacher, pointed out that the high school free period, however, does not always come at lunch time.

BOYER cited that it also took four years to obtain the Minneapolis transfer and grievance policies and 14 years for adoption by voters of the independent school district status for the city. He added:

"Four years ago we introduced the duty-free lunch bill in the state legislature but it died under opposition from school board and other administrators.

"Now the idea is beginning to gain recognition. Many of the proposals made by the *A.F. of T.* working conditions committee while I was chairman as early as 1952 are just beginning to 'jell.'"

"Major improvements take at least four years."

EIGHTEEN additional *A.F. of T.* Locals were shown by their per capita to have attained their membership quotas at press time, bringing the total this year to 30. The newly over-the-top 18 are:

Canal Zone: Atlantic, Local 228. Connecticut: Hartford, Local 1018, and East Hartford, Local 1392. Illinois: Streator, Local 1270; Madison, Local 763, and Illinois Braille and Sight Saving School, Jacksonville, Local 1389.

Indiana: Calumet Township, Local 662. Massachusetts: Lynn, Local 1037. Michigan: Detroit, Local 231. Minnesota: Hibbing, Local 669; Melrose, Lo-

cal 1284; Albert Lea, Local 1341; Wilmar, Local 1209, and Spring Lake Park, Local 1355.

Missouri: St. Louis, Local 420. New York: Utica, Local 843. Pennsylvania: Redstone Township, Local 1335. Rhode Island: North Providence, Local 920.



HUGH MacCOLL of Sacramento, has resigned as executive secretary of the *California State Federation of Teachers, North*, to become staff consultant to the California Senate Committee on Governmental Efficiency.

N.Y. Election To be Held December 15

BY AL SHANKER*

A PROPOSAL of the New York City Labor Department that the city's teachers select a collective bargaining agent in an election Dec. 15, was approved by its officer hearing objections, and candidate organizations had until Nov. 27 to qualify for place on the ballot.



The labor department, empowered by the board of education to conduct the long-delayed election, (*American Teacher*, Nov., 1961), submitted and the officer approved plans for the conduct of the balloting which conform closely to those supported by the *United Federation of Teachers, Local 2*. The labor department plans call for:

1) A collective bargaining election on a systemwide basis. This has been part of the *United Federation of Teachers* program, as against that of other groups which wanted separate elections for elementary and high school teachers. The adoption of a systemwide unit represents a major *United Federation* victory.

2) Only teachers shall be included in the bargaining unit and eligible to vote. Supervisors, psychologists, social workers and other non-teaching personnel are excluded in this election. The labor department proposes that these groups shall be permitted to decide for themselves on the question of which organization shall represent them after the issue is decided by the teachers.

3) In order for an organization to appear on the ballot, it must show that at least 10 per cent of the teachers support it. This may be done through petitions, checkoff cards, or authorization cards. At this time, the *U.F.T.* is the only organization which has submitted sufficient evidence of sup-

*Field representative, *American Federation of Teachers*.

port to qualify for a place on the ballot, by filing check-off cards.

4) The labor department plans to have ballots distributed in each school. Teachers will take the ballots home, mark them, and mail them to the Honest Ballot Association which conducted the collective bargaining referendum last June. A run-off will be held if one group does not receive a majority.

Hearing Held: The labor department first announced the foregoing plans and appointed Prof. Nathan P. Feinsinger, of the University of Wisconsin, as a hearing officer to listen to objections. Prof. Feinsinger presided over the hearing early in November, at which time he reiterated the intention to aim for the collective bargaining election by Dec. 15.

At the hearing the *U.F.T.* was represented by Attorney David Feller who now heads the law firm of Secretary of Labor Arthur J. Goldberg who represented the *U.F.T.* until he became a cabinet member. Feller supported all of the labor department proposals and asked that all of the procedures outlined be strictly adhered to in order to insure a fair election.

The National Education Association representative at the hearing asked that the election be conducted within each school under the supervision of principals. The Teachers Union (an independent) asked that the election be postponed until 90 days after the board of education removed restrictions placed on the group. Both are seeking places on the ballot.

Around the Clock Campaign: The *U.F.T.* reported an around the clock campaign to insure victory. National Field Representatives Sally Parker, Henry Clarke and the writer, together with representatives of *Local 2* are speaking in an average of 15 schools each day.

Thousands of pieces of literature are flooding the schools, and the *U.F.T.* office is being kept open at night and on Saturdays in order to permit a massive telephone campaign.

Stiff Opposition: *U.F.T.* President Charles Cogen and Deputy President Samuel Hochberg stated, "We're very happy that the election, for which we fought so hard, is about to take place. We are going to face very stiff opposition, but we are confident that when teachers compare our record with that of the opposition, they will give us a resounding victory—as they did in the referendum (to decide whether the teachers favored bargaining) last June."

UNESCO Accents Africa

By Mrs. Lydia S. Lewis★

MORE THAN 2,500 American, African and European delegates representing a cross section of leaders and organizations in the fields of education, science and the arts; government officials and other individuals appointed by the Secretary of State, met in Boston, Mass., for the Eighth Nation (Biennial) Conference of the U.S. Commission for UNESCO.

The Conference theme was "Africa and the United States; Images and Realities." The major objectives were to broaden international understanding and to deepen appreciation of the aspirations and achievements of the African people whose future is linked with our own. In the U.S., our knowledge of Africa's many states, peoples and cultures has been inadequate. Participating in the program were more than 40 invited African leaders and educators.

Before 1960, African membership in UNESCO was restricted to two countries. In 1960 African membership "exploded" to 26 independent countries and four territories.

G. Mennen Williams, Assistant Secretary of State for African Affairs, concluded the conference by declaring:

"Africa and the United States cannot do without each other in today's perilous and promising world. Our purposes will be misunderstood if they do not involve a whole-hearted commitment to the burning desires of African peoples for self-determination and independence, for dignity and equality. Africa has begun to move. Hope has been liberated. The stored up dynamism of the African peoples points to a great potential for growth, a distinctly African contribution to the world."

THIS BURNING desire for dignity and equality is reflected in some areas in bitter animosity to the United

Turn to Page 18

*Recording secretary of the Chicago Teachers Union, Local 1; member of the Mayor's Human Relations Committee and American Federation of Teachers delegate to the 1961 U.S. Commission for UNESCO conference in Boston.

The AMERICAN TEACHER magazine

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Starts Probe Rochester School Policies

By Thomas W. Koch★

THE GRIEVANCE procedures recently won by the Rochester, N.Y., Federation of Classroom Teachers, Local 616, (*American Teacher* magazine, Oct., 1961) are currently undergoing attack from some school administrators and company union teacher leaders.

Meanwhile, Dr. Robert L. Springer, new superintendent, met privately with George Hart, Mauro Panaggio and Byron Sullivan, high school teacher-coaches, and their attorney to adjust their transfer grievance.

The teachers had registered the first formal complaint to the grievance committee. In deference to Springer's newness, they agreed to dismiss the formal action, provided the superintendent would negotiate a private investigation of the physical education program, transfer methods and purposes, and the use of secret files against teachers.

The transfers are, therefore, upheld although the methods used are not, and the significance of the issues were raised to a serious level by administrative tactics in releasing "evidence" to newspapers to prejudice the teachers' case.

MATERIAL culled from boys advisors files was published to impair the professional competence and integrity of the teachers. Much of this "evidence" was promptly rebutted by students personally involved in the situation. The R.F.C.T. branded the "evidence" as moral, if not legal defamation.

Dr. Springer is currently probing the entire physical education program in the city's schools. He is interviewing teachers and administrators with an intimate knowledge of the controversy. However, in a news release Dr. Springer saw fit to criticize the new procedure because it "actually complicates the problems by allowing the administrative machinery to be bypassed." The

★Vice-president, Rochester Federation of Classroom Teachers, Local 616.

R.F.C.T.'s official reply to this reasoning was:

"If there is a sense of loyalty in a faculty, no administrator need fear the new procedure. He will know that his teachers will extend to him sufficient confidence to solve problems in the traditional manner. It is only in the absence of such loyalty that the procedure would be utilized, and it is this very condition that the procedure seeks to remedy."

Inasmuch as several more cases are being presented to the grievance com-

mittee, and the Democratic Party platform in Rochester calls for "equitable grievance procedures for public employees," it is likely that neither the Democratic school board or its appointee, Dr. Springer, will press publicly for the sterilization of this hard-won teacher benefit.

The security of the procedure rests on the forthrightness and tenacity of the *Rochester Federation of Classroom Teachers* and the political climate which prevails as a result of the November elections.

Fewkes Urges Bargaining, Other Reforms

JOHN M. FEWKES, president of the Chicago Teachers Union, Local 1, called on the city's school board at a public hearing to set up collective bargaining procedures for public employees unions, including teachers, and also to initiate other reforms in the system.



Mr. Fewkes

discussing the matter with the board in the immediate future."

THE LOCAL 1 president presented a series of recommendations for school, student and teacher welfare improvement, including:

- 1) Immediate steps to secure the 4,500 regularly certified teachers now needed, and that the board devote a greater share of its time to the recruitment of good teachers.
- 2) Firm support of teachers in the maintenance of discipline in the classroom, and the implementation of discipline procedures recently issued by the administration.
- 3) Improvement of vocational and technical education to meet technical advances and solve the drop-out prob-

lem by supplying shop work and vocational training the first two years in high school to those desiring it.

FEWKES CITED that many students had been turned away from one of the city's technical high schools after it was turned into a prep school for engineers, scientists and mathematicians.

He said approximately 4,500 teaching positions in the Chicago schools are now filled by temporary and substitute teachers. The total is considerably higher than previously conceded by the administration.

UNESCO

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States. If the African image of the United States is to improve, Americans must first start regarding black people as equals.

Jaja Wachuku, foreign minister of Nigeria, said in a keynote address, "One thing very clear to the African is that the American citizen doesn't consider the African on the basis of equality as a human being. The second and third class citizenship in your midst must be eradicated quickly if you are to win the heart of Africa."

As the conference concluded, many agreed that much soul searching and self-examination to eradicate the false images and myths of both Africans and Americans would follow, and that a willingness had been aroused to share in the tremendous task of developing better understanding and providing a better life for all peoples.

Many lessons for teachers were brought forth. Teachers can expel false images and myths concerning Africa.

Attending the conference were A.F. of T. members from Illinois, Minnesota, Ohio, Washington, D. C., Michigan, Massachusetts and Connecticut. President Carl J. Megel met with the delegates at dinner the opening night.

Dr. McMurrin

From Page 6

nation is on the side of righteousness because it is a democratic nation of free people, is no guarantee that it is going to prevail; a recognition of the great power of the adversaries of freedom, the possibility that we could fail if we do not cultivate and deploy our resources in the most efficient and effective manner.

That is the recognition which has now been dawning upon us and it is going to prevail; a recognition of the real results because the American people certainly are moving in the direction of investing a larger proportion of their human and material resources in education.

Dr. Wattenberg

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denied a teacher introducing children to the Declaration of Independence.

In short, the very social forces which successfully have thwarted the efforts to secure adequate financing of our schools have more quietly succeeded in preventing the development of educational research to the scale required if it is to feed into our teacher-preparation processes the knowledge which alone can provide the means for those improvements in our schools required to meet the needs of a critical future.

JUST AS THE TEACHERS of the United States can take pride in what they have valiantly accomplished despite the obstacles placed in their way by inadequate compensation and unwisely niggardly financing of the schools, so the teacher-preparing institutions can look with some satisfaction upon the work of those same teachers and feel that despite many handicaps the education provided contributed to their many fine qualities.

At the same time, just as the teachers through the *American Federation of Teachers* have courageously battled to obtain the working conditions for themselves and the financing for the schools which are needed for true education for democracy of American youth, so those in the field of teacher education must work persistently and vigorously to see that the means are provided for carefully finding out principles which can be translated into better education.

If teacher training institutions can say that they are doing reasonably well with the tools they have, they can feel no honest satisfaction unless they also confront the inadequacies of current

professional knowledge and do their duty for the future. That duty is to declare unequivocally that education can do much more than it is now doing to help young people develop into citizens having the integrity, skill, and knowledge required to perpetuate freedom.

If this hope is to be realized, our nation must dedicate resources to the study of education on a scale equal to that it accepts for roads, physical health, and flights into space.

Student Teachers

From Page 10

has been delegated to them by the cooperating teacher. They want to feel that, as they gain major responsibility in teaching a particular group, so too they should be allowed to assume the responsibility for all other aspects of classroom management and control that are concomitants of a teaching situation. Included would be full authority for grading a class, access to student records, problems needing individual attention, and handling disciplinary cases.

Student teachers, it appears, are quite anxious and willing to go all the way in assuming the role of a teacher and object when they are not given this opportunity. While this list is by no means exhaustive, it does represent those classroom teaching problems most frequently cited by student teachers. A careful scrutiny of these problems will tell much. All of us involved in working with student teachers will find several areas here where we can make a contribution to alleviate the problems cited.

STUDENT TEACHERS also want a better selection of cooperating teachers and a more compatible matching up when assigned. They feel that those responsible for assigning should be in a position to know both the student and the teacher so that ideal pairings can be made. They feel such considerations as personality factors, philosophical differences, and strengths and weaknesses of teaching techniques or subject areas should be carefully weighed before making assignments. They often suggest too that the cooperating teacher needs additional and specialized training in order to remain a cooperating teacher. Unfortunately, the demand for student teaching stations is becoming so great that many teachers are pressed into service against their, and possibly our, better judgment.

The process of identifying good cooperating teachers is a problem which badly needs to be researched. After

such persons have been identified, student teachers want them to have proper recognition at state, college, and public school levels. And finally, they feel these cooperating teachers should not be overworked semester after semester by having student teachers assigned to them.

The other part of this major problem of personnel selection which student teachers hasten to mention, has to do with the securing of competent college supervisors. According to their judgment there are too many dissatisfied, disgruntled and unqualified college people attempting to provide student teaching supervision today.

The college supervisor who feels little professional challenge in student teaching supervision does an incompetent job because he has placed this important aspect of teacher education near the bottom of his scale of professional worth. Student teachers want only those educators at the college level who have been educated to assume their roles in properly guiding the professional laboratory experience of children, to be involved in student teaching supervision.

At some universities those faculty members who are at the lower levels of the professional hierarchy either because of newness to the staff or lack of qualification are relegated the task of supervising student teachers. The latter also question the value of being supervised by someone who has not had teaching experience in the field he is supervising or by one who has been away from the experience for many years and has lost touch with the realities of the classroom.

LIKE MOST college students, student teachers are concerned about the evaluation of their own performance. They are perfectly willing to have more supervision by the college supervisor and in fact feel somewhat cheated if no more than a minimum number of visits are paid, especially since it is the college supervisor who is usually responsible for giving the grade. Furthermore, they literally cry out for more constructive criticism from the cooperating teacher. They appreciate all the encouragement they get but too often, they feel, this is too general and vague. They want specific helps. They want to know "how I'm doing" at several points along the way with all the justification for the assessment soundly defined and pointed out.

One other problem area which student teachers are quick to identify has to do with the lack of totality of experience in many student teaching programs. If student teaching is truly the

major culminating experience in a teacher education program, they say, then it simply must go beyond merely teaching a group of children in a classroom. Student teachers want well-planned but total involvement in all the activities in which a teacher finds himself during the school day and the school term. Field trips, home visitations, curriculum committee work, Parent-Teacher Association meetings, professional meetings and all other aspects of teaching should be engaged in by the student teacher. Some even suggest student teaching assignments in more than one situation. It would appear that the all-day student teaching experience provides the best setting for these opportunities.

From all these problems which student teachers cite, all of us can take thought. Policies and practices across the country in setting up and administering student teaching experiences have been, to say the least, uneven; and from a more critical point of view, there is almost no consistent body of research or scholarship to provide a firm basis for objective analysis of effective student teaching experiences. The recently published third edition of the *Encyclopedia of Educational Research* has this to say about student teaching:

"The general status of critical, evaluative research on student teaching is poor. This is due to a lack of research interest in this area until recently and also to difficulties in doing conclusive research in such a diverse and uncontrollable field of activity. Variation in factors, such as student teaching situations, supervision, administrative arrangements, admission and selection, and preparatory programs, coupled with individual differences among student teachers, pose major difficulties. Available published literature is made up of . . . few critical studies."

I said earlier that the burden carried by those responsible for preparing teachers is a heavy one indeed. Since student teaching is claimed by almost all to be the climax of the teacher education curriculum, it should be the concern of all of us who are involved—cooperating teachers, college supervisors, directors of student teaching, educational administrators—to move toward rigorous evaluation and redirection.

APPENDIX

The following are accepted by the Association for Student Teaching and commonly used. *Student teacher* is the

college student who is doing student teaching under the guidance of a qualified teacher. *Student teaching* is the period of guided teaching during which the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks.

Supervising teacher is one who teaches children or youth and who also supervises student teaching and/or other professional experiences. *Cooperating school supervising teacher* (often shortened simply to *cooperating teacher*) is one who performs the responsibilities of a supervising teacher in a cooperating school.

Laboratory school supervising teacher is one who performs the responsibilities of a supervising teacher in a laboratory school; one who is a member of a laboratory school staff recognized by the

college as qualified to guide a group of pupils and one or more college students guiding the latter in their understanding and teaching of a given pupil group.

College or university supervisor of student teaching is the college representative who is responsible for supervising a student teacher or a group of student teachers. *Director of Field Experiences* is the person designated by the college with administrative responsibility for organizing and coordinating the college's total program of student teaching.

The A. S. T. does not endorse the following terminology: cadet teacher, critic teacher, demonstration school, demonstration teacher, experimental school, experimental teacher, master teacher, practice teacher, practice teaching, teacher training, training school, and training teacher.

Charles R. Monroe

From Page 12

quate and limited without risking too much damage to the education of the nation's children.

Over a period of 30 years of teaching and administration, the writer has reached the conclusion that those persons who are going to be good teachers become good teachers in the first few years of their teaching experience, and those who are comparative failures in the first two or three years of teaching will show little improvement with either more college training or years of experience. As in so many things, a person has it or doesn't have it, and there is little point in hoping that time will solve the problem.

FOR SOME REASON scholarship has been a greatly underrated quality for successful teaching. If any trait should be exemplified by any teacher, no matter what the level of the teacher may be, it should be scholarship, or an interest in learning for the sake of learning. So many parents and citizens fail to appreciate the need for scholarship among elementary school teachers, although they would concede the need for high school and college teachers.

It seems that these persons assume that a first grade teacher would need to know no more about science or history than an average six year old child might know. The question often asked is, "Why should elementary school teachers know subject matter beyond that level at which they will teach it?" Sometimes it seems that some school boards and school administrators ask the same question.

The teacher gains two things from scholarship. One is a degree of assur-

ance and self-confidence that the questions of even the brightest students can be answered unhesitatingly, and how sharp some of these young, inquisitive minds can be, only mothers and teachers can know. Certainly, as any teacher can testify, nothing is more devastating to the respect of the children for a teacher than the inability to give a ready and accurate answer to a child's question.

The other compensation for good scholarship is that somehow success in the mastery of a field of study develops an interest and enthusiasm for the subject which is unconsciously transmitted to the student in the classroom. One of the arts of teaching is the ability to have, or even pretend to have, a lively enthusiasm for the subject being taught. So much of successful teaching is motivation and the appeal to the emotions! Probably the greatest contribution which a teacher can make to the learning process is to provide that spark of interest in that which is being studied.

A dead above the shoulders teacher will certainly have a dead class, and nothing will do more to maintain the vitality and spirit of both the teacher and the students than to encourage both good scholarship before entering teaching, and a continuing practice of good scholarship throughout all the years of a teacher's career. If school boards realized it, well paid sabbaticals for serious in-service study and travel might well be the best single investment of funds for improving the quality of teaching.

The teacher training institution worth its salt will furnish its students with the broadest possible curriculum which is compatible with quality study-in-depth within the limits of a four, or preferably five, year period. Certainly two and three year certificates should be outlawed for elemen-

TEACHERS of all levels in the public schools need to have a balanced program of humanities, social science, and science. The study of English and foreign language is especially important. No teacher of any subject or grade should be qualified who can't pass a standard college freshman English test. The study of a foreign language is one of the best ways to learn the mother tongue, as well as to develop new breadth to one's cultural

Some persons are much alarmed if any part of the course or text is omitted. They should be reminded that the essence of scholarship is not how many facts are learned, but how well a student can discover facts, organize facts, and draw conclusions from facts. All teachers need to learn how to do research, how to write papers, how to deal with controversial issues in an objective manner, how to keep up with the new facts being discovered, or, in other words, an educated teacher needs to know *How to Think*.

THE STANDARD of scholarship in a teachers college should be on a par with that maintained in any first class university. The faculty of a

Probably this is an ideal course for team teaching. The one objective of such a course would be to cause the student to be sensitive to intergroup similarities and differences, to be aware that intergroup tensions exist, and that such tensions can be controlled and reduced. Probably the greatest asset from such a course is that a student will be more conscious of his own prejudices, and hence more able to be objective towards children who are quite dissimilar in background to the teacher.

THE OTHER AREA of neglected study is the role of the teacher as a citizen in his own community. Over the years the teacher has been regarded as a public servant whose function it was to safeguard the traditional mores and values of the community in which he works. For many citizens it is still an anathema for a teacher to participate in civic affairs or to express himself on public issues; teach-



Leaders of Calumet Township, Ind., Teachers Federation, Local 662, display its eighth consecutive annual American Federation of Teachers award for making its membership quota at its October membership meeting: From left, Mrs. Lillian McAllister, corresponding secretary; Donald Starkey, past vice-president; George Tomala, president; Mrs. Betty Simons, recording secretary, and Mrs. Lela Cooke, charter member and publicity chairman. Other 8-year quota Locals (American Teacher, Sept., 1961) were, Milwaukee, Wis., Local 252; Woodbridge Township, N. J., Local 622, and Robbinsdale, Minn., Local 872.

ers should avoid discussion of controversial issues in the classroom as well as outside of the classroom.

Any teacher who advances new ideas or radical views is often subject to public harassment. Unfortunately, too many teachers-to-be and teachers in service are willing to accept the traditional role of a teacher as being a silent partner to the conservative forces in the community. Certainly the social science program of a teacher training institution should encourage students to study and to teach controversial issues, and to participate in civic affairs as an active leader. Teachers, like doctors, lawyers, business men and labor leaders should do much more than read newspapers and vote in elections.

Before teachers can assume an active role in the business of citizenship they need the protective strength of professional organizations. Somewhere in the student teacher's program some time should be spent in a study of professional organizations and especially in a study of the American labor movement and the *American Federation of Teachers*. Few graduates of our law schools and of our medical schools leave school unaware of the existence of and the advantages of membership in the American Bar Association or the American Medical Association.

Finally, the teacher needs some special training in the methods of teaching. In other words, there is a science of teaching which can do much to enhance the technical competence of a teacher at any level. What proportion of the total curriculum should be given to scholarly pursuits and the acquisition of a well-balanced liberal arts type of education, and what part should be left for the acquisition of the special skills is still a moot question. The typical Normal school of 50 or 25 years ago might have required as much as 70 per cent of the student's time for methods courses. Years ago high school teachers, as most college teachers of today, had no courses in methods.

Today the trend is away from *How to Teach* to *What to Teach*. This is a wholesome trend, and it should be continued until the point of minimum essentials in methods is reached. Probably if more than one-fourth of an elementary teacher's training is in methods, then it is out of balance. Probably 20 per cent would furnish sufficient time to cover the essentials of methodology.

Special courses in teaching reading, language skills, and mathematics are defensible. A sufficient body of special technique based on research exist



Thirty-five new students are expected to graduate this year from a unique course in amateur radio operation conducted by Industrial Arts Instructor Wallace Haglund, member of the International Falls, Minn., Federation of Teachers, Local 331, in his junior high school. Fifteen novice and advanced licenses were won last year. From left in photo are Students Terry Stone, Ronald Nelson and Ed Anderson with Haglund. Student Randall Gawtry is at the transmitter.

to make it worthwhile to give special courses in these areas; also special methods in the sciences and social sciences as to the minimal that they can best be taught in conjunction with the subject courses in these fields.

MUCH MORE important for any teacher, elementary, high school, or college, than special methods courses are basic courses in psychology and sociology. A person who works daily with human nature, with all of its complexities and vagaries, can not have too much study in these specialized fields which deal with human nature and society. Much of the Human Relations aspect of a teacher's curriculum could be devoted to a study of personality, normal and abnormal, in all ages of development, young and old, and in the context of the person's social environment.

One of the essentials in the study of children and their personality would be the opportunity for the observation and study of children of many different types. Certainly teachers in large cities, who are going to teach children from the lower social classes and from different racial and ethnic origins should have the chance to visit schools, playgrounds, churches, and settlement houses where such children go. It would be better if prospective teachers were required to con-

tribute a small portion of time, say the equivalent of one course, to volunteer work in an underprivileged neighborhood's social centers or playgrounds.

The most valuable part of the skill aspect of a teacher's training is the practice teaching in the final year under skilled supervision. Ideally, the methods of teaching should be left to the year of practice teaching or internship when the methods become meaningful as the student teacher is confronted with specific problems in his teaching.

Practice teaching for the urban teacher should be conducted in a realistic setting, similar to the one in which the teacher will be teaching later. Some of the practice teaching should be done in the less-privileged areas of the community as well as in some of the better neighborhoods if teachers are to learn that one fundamental lesson of teaching, namely, that no two children are alike, no two classes are ever alike, and that children who live across the tracks may be quite different from those on this side of the track; but that, fundamentally, all children are alike in that they have a need to be loved and respected as human beings and that they are endowed with a divine mystery which so frequently surprises and confounds the teacher.

New

BOOKS

Of Interest To Teachers

PUBLIC PAPERS OF THE PRESIDENTS OF THE UNITED STATES—Harry S. Truman, 1945. Cloth. 668 pp. Compiled by the Office of the Federal Register of the General Service Administration's National Archives and Records Service. Superintendent of Documents, Government Printing Office, Washington 25, D.C., publisher. \$5.50.

In this volume are gathered most of the public messages and statements of President Truman that were released by the White House during the period April 12-December 31, 1945. Included in the 230 items, are statements on the surrender of Germany and Japan and on the use of the A-bomb at Hiroshima; the report made jointly with Attlee and Stalin on the Potsdam Conference; and a special message to Congress presenting a 21-point program for reconversion in the postwar years.

Volumes for the years 1953-60 covering the Eisenhower administration have already been released. The first volume for the Kennedy administration will be issued in the spring of 1962 and volumes to complete coverage of the Truman administration will be published annually.

TEACHING HOME ECONOMICS. Cloth. 396 pp. By Olive A. Hall, assistant professor, School of Education, University of California, Los Angeles, and Beatrice Paolucci, associate professor, College of Economics, Michigan State University. John Wiley & Sons, Inc., 440 Park Ave., South, New York 16, N.Y., publisher. \$6.95.

The authors view home economics education as an intellectually stimulating experience and point out that effective teaching requires understanding and application—that both the teacher and the student must understand what their objectives are, what each can contribute in the process of

working toward specific objectives and how they can measure their success. The book is divided into three parts, the first developing an understanding of the role of a teacher, and describes home economic programs in various kinds of school and community situations. The second part presents specific guides for knowing the community, the homes of the students, and the students themselves. Part three deals with planning for suitable learning experiences.

While the book is directed primarily to the college student studying for this profession, it is cited as of value to teachers and community-minded citizens interested in the quality of education offered in their schools, in this area.

CYCLOPEDIA OF WORLD AUTHORS. Cloth. 1200 pp. Edited by Frank N. Magill, assisted by seventy-five special writers and consultants. Harper & Brothers, 49 East 33rd St., New York 16, N.Y., publisher. \$8.95.

Nearly three years in preparation, this large volume contains 753 condensations of authors' lives, giving facts about the philosophy, perspective, and tempo of the periods that shaped their thinking and technique; details of their personal life, critical evaluations of their work, and principal works in chronological order.

The book is valuable as a reference for classroom work and is streamlined to present essential facts of the lives and works of the writers listed.

THE MOST COMMON MISTAKES IN ENGLISH USAGE. Cloth. 146 pp. By Thomas Elliott Berry, Ph.D., professor of English at West Chester State College, Pennsylvania. Chilton Books, Chestnut at 56th Sts., Philadelphia 39, Pa., publisher. \$2.95.

The book is not a formal grammar but gives examples of the everyday errors in English usage. In each instance, the correct usage is illustrated and the principle or "rule" involved is explained. The treatise serves as a

concise reference work in which answers to questions of usage can be located logically and quickly. The material is classified in sections. An intensive cross-referenced index makes it easy to locate material by subject.

MORAL EDUCATION. Cloth. 288 pp. By Emile Durkheim, late professor at the Sorbonne, as translated by Everett K. Wilson and Herman Schnurer, from *L'Education Morale*. The Free Press of Glencoe, Inc., a division of The Crowell-Collier Publishing Company, 640 Fifth Ave., New York 19, N.Y., publisher. \$6.00.

Durkheim analyzes the elements of morality and takes up the question of how to develop those elements in the child. He feels that the public school is best suited to the task of moral education, and that in the process, it must create a new being shaped according to the needs of society.

THE OTHER SIDE OF THE UNIVERSE. Cloth. 224 pp. By Kurt Dreifuss, a field director of the Bureau of Indian Affairs. Twayne Publishers, Inc., 31 Union Square, West, New York 3, N.Y., publisher. \$3.50.

This book is an unusual account of cosmic space that probes the future of mankind through the unique viewpoint of an imaginary people on another planet. Now that Russia has put a man into space and we have countered with our own, it comes as a challenge to both achievements.

The author considers the challenge not as a technological one but questions the whole philosophy of education behind both achievements. The *Other Side of the Universe*, while written in novel form, directs its inquiry toward whether education is headed in the right direction and whether traditional methods are intended in this time of world turmoil and rapid change. It is written as a stimulus for classroom discussion in a wide range of subjects: social science, philosophy, education and religion.

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